How do I make sure that I qualify for these programs?

How do I make sure that I qualify for these programs?					
Utah System of Higher Ed.	Utah System of Higher Ed.	U.S. Dept. of Education	Utah System of Higher Ed.	Utah State Office of Ed.	NCAA
USHE College Preparation Coursework	Utah Scholars Initiative	Academic Competitiveness Grant	New Century Scholarship	Utah CTE Scholarship	NCAA Freshman Eligibility for Division I
4 credits of Language Arts	4 credits of Language Arts	4 credits of Language Arts	Associate's Degree or Equivalent - Approximately 64 credit hours	Utah High School Diploma	4 credits Language Arts
3 credits of Mathematics	4 credits of Mathematics; including Algebra I, Geometry, Algebra II, and another advanced math class	3 credits of Mathematics; including Algebra I, Geometry, & Algebra II	OR	Students must have excelled in their Career & Technical Education area	3 credits Mathematics ; Algebra I or higher
3 credits of Biological/Physical Science; two courses are required to be taken from Human Biology, Biology, Chemistry or Physics	3 credits of Lab-Based, Natural Science; Biology, Chemistry and Physics	3 credits of Science, 2 of which need to be from Lab-Based, Natural Science (i.e., Biology, Chemistry or Physics	Math & Science Curriculum - Approximately 48 credit hours		2 credits Science ; 1 year of lab science if it is offered by the school
Social Studies; 1 credit of U.S. History	3.5 credits of Social Studies ; including Geography, World and U.S. History, Economics or Government	3.0 credits of Social Studies ; including Geography, World and U.S. History, Economics or Government			2.0 credits Social Studies
		OR			
4 additional courses; select from at least two groups: English, History, Mathematics beyond Algebra II, Foreign Language, Lab Science, Technology and Engineering Education, Social Science, or Fine Arts		Take and complete at least 6 credits of Concurrent Enrollment (college-level courses) in core academic areas (Language Arts, Mathematics, Science, Social Studies, or Foreign Language) with no course grade lower than a B.			4 credits of additional courses; from any of the above areas, foreign language or nondoctrinal religion/philosophy
2 credits of a Foreign Language; the same language, taken during grades 7-12 but required only at the University of Utah	2 credits of a Foreign Language			Students must plan on attending a postsecondary institution in a CTE program that is a 2-year Associate Degree or less	
		Take and complete 2 AP or IB classes and achieve minimum passing scores on the corresponding exams		Students must plan to teach in a CTE area (a 4-year program). All other 4-year degree programs will be disqualified	Division I has a sliding scale for ACT/SAT test score and GPA.
	Medallion at Graduation	\$750 If Pell Eligible Freshman	75% Tuition Paid at USHE Institution or partial tuition at	One year of tuition at	Division I Eligibility

Year

BYU, LDSBC, or Westminster

selected USHE institutions

Salt Lake Community College Miller Campus

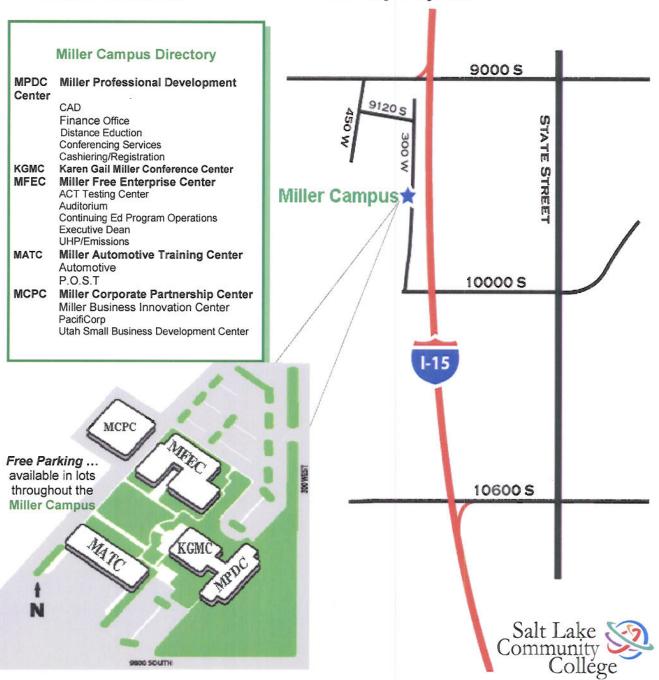
Directional Map and Campus Directory 9750 South 300 West, Sandy, Utah (801) 957-5200

Driving from The North:

Take I-15 South to Exit 295 (9000 South). Exit right (west) onto 9000 South and proceed to 450 west (1st light). Turn left (south), go to 9120 South & turn left (east), go to 300 West (frontage road) & turn right (south). Proceed 6 blocks south along frontage road.

Driving from the South:

Take I-15 North to Exit 293 (10600 South) after exiting, turn right (east) and proceed to State Street. Turn left (north), go to light at 10000 South (Centennial Way) in Sandy. Turn left (west), go under I-15 & turn right (north) on 300 West (frontage road). Proceed 2 blocks north along frontage road.





Winter Counselors Conference

Friday, February 8, 2008 Salt Lake Community College Miller Campus 9750 South 300 West, Sandy

Registration

Send registration forms and checks made payable to UACTE, Guidance Division to:

Susan Loamanu, CTE Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200

Phone: 1-801-538-7863 Fax: 1-801-538-7868

E-mail: susan.loamanu@schools.utah..gov

Name

School

District

Position

Phone

E-mail

Registration: \$20.00



"Make your life count—and the world will be a better place because you have tried."

~ Ellison Onizuka, Astronaut Message to Konawaena High School, 1980.

8:00 - 8:30 a.m. 8:30 - 9:50 a.m. 10:00 - 11:100 p.m. 11:20—12:10 p.m. 12:10 - 1:30 p.m. 1:30 - 2:20 p.m. 2:40—3:30 p.m. 3:30—4:00 p.m. Registration
Opening Session
Panel Presentation
Session 1
Lunch
Session 2
Session 3

Eval/Adjourn



CTE Director Basic Course

State and National CTE Organization

- USOE
- CTE Consortium
- Regions
- OVAE

CTE Funding

- State
- Federal
- · Program Approval

Educator Licensing

- Alternative Route to Licensure (ARL)
- Career and Technical Education Alternative Preparation Program (CTE/APP)
- Endorsements and State Approved Endorsement Plans (SAEP)

Curriculum and Instruction

- CTE core curriculum standards and objectives
- CTE pathways
- Special population and non-traditional students
- Concurrent enrollment
- UCAT and postsecondary partnerships
- Instructional materials
- Skill certification testing and Perkins IV requirements

Career and Technical Education Student Organizations (CTSO)

- Organization
- Funding
- Competitive events
- Leadership development

Supporting Programs

- CTE Introduction
- Comprehensive Counseling and Guidance
- Work-based learning
- CTE Summer Conference and professional development
- Professional organizations
- Marketing CTE programs

Program Planning and Advising

- Advisory and PAC committees
- New program development
- New course approval process

CTE facilities Management

- Capital improvements
- Equipment
- Student safety and safe learning environment

Utah High School to College and Career PATHWAYS



CAREER AND TECHNICAL EDUCATION

Giving Students the Edge

www.utahcte.org



Announcing. . .

CTE Month February 2008

CTE Month Theme
CTE Pathways
Giving Students the Edge

Take this opportunity to promote

CTE Pathways

in Utah's junior highs and high schools.

The goals of CTE Month:

- Maximize opportunities for students.
- Increase student awareness of careers and education and training.
- Strengthen the planning process using an SEOP.
- Ease student transitions between secondary and post-secondary education.
- Align training with employer needs.
- Provide strong academic skills and real-world problem solving skills.

Sponsored by the Utah State Office of Education and the Utah Association for Career and Technical Education

CTE Month February 2008



CTE Month Theme CTE Pathways Giving Students the Edge

Take this opportunity to promote

CTE Pathways
in Utah's junior highs and high schools.

CTE Month materials and a list of suggested activities now available on the web at:

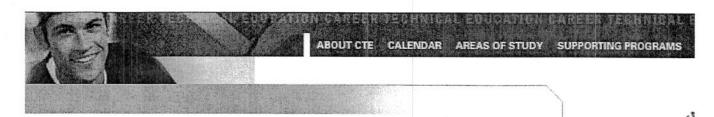
www.schools.utah.gov/cte/month.html

- Suggestions for promoting CTE Month in your DISTRICT
- Suggestions for promoting CTE Month in your SCHOOL
- Suggestions for promoting CTE Month in your CLASSROOM
- CTE Month Announcement Flyer
- Monthly Activity Calendar
- Sample Proclamation
- Sample New Release
- Sample PSAs
- Marquee Notification
- Certificate of Participation
- CTE Fact Sheet

New CTE publications:

- Utah Pathways (suggested course sequences for 62 CTE Pathways)
- High School to College and Career Pathways
- Get Directions (article re: the benefits of career planning)
- Cool Destinations (article re: benefits of Pathways)
- CTE 2007 calendar

Sponsored by the Utah State Office of Education and the Utah Association for Career and Technical Education



CTE MONTH

CTE Month February 2008 CTE Pathways

Giving Students the Edge

This month will **showcase** career and technical education in Utah's **junior highs and high schools**. The goal is to **feature the opportunities** students have to **explore** a variety of career areas that will **equip** him/her with the **academic knowledge** and **technical skills** vital for entry into the evolving workforce of the **21st century**.

Announcement - CTE Week is now CTE Month.

- Flyer 1- Word | PDF
- Flyer 2- Word | PDF

CTE Facts - Get the facts. Information highlights career and technical education in Utah.

- Bookmark Word | PDF
- Fact Sheet Word | PDF

Marketing - Includes tips and ideas for promoting career and technical education at the local level.

- 2008 CTE Yearly Calendar Publisher | PDF
- 2008-09 CTE Academic Calendar Publisher | PDF
- Gadgets Word | PDF
- Marketing Tips Word | PDF
- Promoting CTE Month in the District Word | PDF
- Promoting CTE Month in the School Word | PDF
- Promoting CTE Month in the Classroom Word | PDF
- Sample News Release Word | PDF
- Sample Proclamation Word | PDF
- Sample PSAs Word | PDF
- UtahCTE.org and Careers.utah.gov News Release Word | PDF

Planning - Start planning today. Includes templates for getting started.

- Certificate of Participation Word | PDF
- Daily Planning Calendar Word | PDF
- Marquee Notification Word | PDF

Sponsored by the Utah State Office of Education and the Utah Association for Career and Technical Education

Updated December 21, 2007

Resources

Downloads

CTE Month

CTE Publications

Quick Links

CTE Directors Corner

CTE Pathways

CTSOs

Educator Licensing

Financial Literacy

Nontraditional Programs

Onsite Civil Rights Review

Program Approval

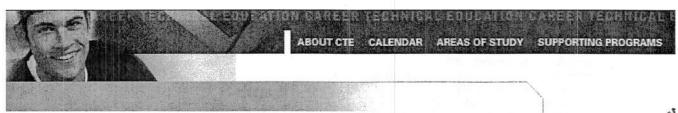
Scholarship and Tuition Av

Staff Directory

CTE...Giving Student's t

FOR MORE INFORMATION Susan Thomas, Technician

CTE Marketing 801>538-7707



CTE PATHWAYS



In Utah, our **challenge** is to provide opportunities for **every student** to **succeed** in the **21st century workplace**. Providing these opportunities requires that programs **keep pace** with a rapidly changing **business and economic** environment. Our high school **students must** have a **strong academic** education, obtain Career and Technical Education skills, and be **prepared to transition** to some **postsecondary education**.

Utah's Pathway Initiative – What Are Career Pathways?
The High School to College and Career Pathways initiative helps

match education and workplace needs. Through partnerships with post-secondary institutions, the school districts, business, and industry, Pathways identify and group courses within Career and Technical Education (CTE) areas of study that offer students depth of knowledge and skill, linked with specific post-secondary programs culminating in degrees or certificates.

CTE Pathways Information - Download the latest information on Career Pathways in Utah.

- Utah Pathways, Educator's Guide PDF
- Utah Pathways, 62 Pathways PDF
- Utah Pathways, Agriculture PDF
- Utah Pathways, Business PDF
- Utah Pathways, Family & Consumer Sciences PDF
- Utah Pathways, Health Science & Technology PDF
- Utah Pathways, Information Technology PDF
- Utah Pathways, Marketing PDF
- Utah Pathways, Skilled & Technical Sciences PDF
- Utah Pathways, Technology & Engineering PDF
- · Cool Destinations PDF
- Get Directions PDF
- Educator Inservice to Pathways PowerPoint
- Educator Inservice to Pathways Notes Word | PDF
- Student Orientation to Pathways <u>PowerPoint</u>
- Student Orientation to Pathways Notes Word | PDF
- 30-Second Commercial Spot SWF
- CTE Pathways Brochure PDF

CTE Pathways Brochure Inserts - Download and customize your own Pathway brochures.

Agricultural Education

Agricultural Systems Technology - PDF
Horticulture Science & Management - PDF
Natural Resources Science & Management - PDF
Production/Processing Animal Science - PDF
Production/Processing Plant & Soil Science - PDF
Production/Processing Science & Management - PDF

Business Education

Accounting & Finance - PDF

Business Administrative Support - PDF

Business Entrepreneurship - PDF

Business Management - PDF

Business Technology Support - PDF



Resources

Downloads
CTE Month
CTE Publications

Quick Links
CTE Directors Corner
CTE Pathways
CTSOs

Educator Licensing
Financial Literacy

Nontraditional Programs
Onsite Civil Rights Review

Program Approval
Scholarship and Tuition Av

Staff Directory

CTE...Giving Student's t

FOR MORE INFORMATION dale [dot] stephens [at] so utah [dot] gov (Dale Step Specialist CTE Pathways 801>538-7867

kellie [dot] tyrell [at] scho [dot] gov (Kellie Tyrell) , S CTE Pathways 801>538-7976

· Family & Consumer Sciences Education

Child Development - <u>PDF</u>
Consumer Economics Services - <u>PDF</u>
Family & Human Services - <u>PDF</u>
Fashion Design, Manufacturing & Merchandising - <u>PDF</u>
Food Science, Dietetics & Nutrition - <u>PDF</u>
Food Service & Culinary Arts - <u>PDF</u>
Hospitality Services - <u>PDF</u>
Interior Design - <u>PDF</u>

Health Science & Technology Education American Sign Language - PDF

Biotech Research & Development Biotechnology - PDF

Health Informatics

Medical Office Administrative Assistant - PDF

Therapeutic Services

Dental - <u>PDF</u>
Emergency Medical Technician (EMT) - <u>PDF</u>
Exercise Science/Sports Medicine - <u>PDF</u>
Medical Assistant - <u>PDF</u>
Nursing - <u>PDF</u>
Optical Technician - <u>PDF</u>
Pharmacy - <u>PDF</u>
Surgical Technician - <u>PDF</u>

Information Technology Education Information Support & Services

Database Development & Administration - <u>PDF</u> Technical Support - <u>PDF</u>

Interactive Media

Digital Media (Multimedia) - PDF Web Development & Administration - PDF Network Systems - PDF Programming/Software Development - PDF

Marketing Education

Marketing Entrepreneurship - PDF Marketing Management - PDF Sales & Service Marketing - PDF Travel & Tourism - PDF

Skilled & Technical Sciences Education Building Trades

Carpentry - PDF Electrician - PDF HVAC - PDF Plumbing - PDF

Communication

Television Broadcasting Technician - PDF

Mechanics & Repairs

Automotive Collision Repair - PDF
Automotive Service Technician - PDF
Electronics - PDF
Heavy Duty Diesel - PDF

Precision Production Trades

Cabinetmaking/Millwork - PDF

Drafting/CAD - PDF Graphics/Printing - PDF Machine Tool - PDF Welding - PDF

Personal Services

Cosmetology/Barbering - PDF

Protective Services

Firefighting - PDF Law Enforcement - PDF

Transportation & Material Moving

Commercial Aviation - PDF

Visual Arts

Commercial Art - <u>PDF</u> Commercial Photography - <u>PDF</u>

Technology & Engineering Education
 Pre-Engineering (Utah Pre-Engineering Program) - PDF
 Project Lead the Way (National Pre-Engineering Program) - PDF

© Copyright 2007, Utah State Office of Education, Career and Technical Education. All rights reserved. <u>Privacy Policy</u> enforced.

250 East 500 South P.O. Box 144200 Salt Lake City, UT 84114-4200

Career and Technical Education Questionnaire



Name:	
Address:	
	\\
Phone number:	9
Email address:	
High School attended:	
What CTE classes did you take in	n high school?
nigh school to work and/or colleg	you successfully make the transition from ge?
1	
I.	

Utah State Office of Education Career and Technical Education

MEDIA RELEASE FORM

Release of Rights for Photography and Multimedia Production Release of Original Text Reproduction and Commercial Display and Distribution

> Media Title/Name: CTE print publications utahcte.org careers.utah.gov schools.utah.gov

Original Producer/Owner:
Utah State Office of Education – Career and Technical Education

For good and valuable consideration, the receipt of which is hereby acknowledge, I hereby consent to the reproduction and/or authorization by the Utah State Office of Education to reproduce and use said photographs, recordings and/or digital media for us in all domestic foreign markets singularly or in conjunction with other photographs and digital media for advertising, publicity, commercial or other business purposes. I understand that the term "photograph": as used herein encompasses still photographs, motion picture footage and digital images of all kinds, and that the term "recordings": includes analog or digital recordings and reproductions.

Further, I understand that others, with or without the consent of the Utah State Office of Education, may use and/or reproduce such photographs and recording.

I hereby release the Utah State Office of Education, and any of its associates or affiliate companies, their directors, officers, agents, faculty, staff, students and customers and any and all appointed advertising agencies, their directors, officers' agents and employees from all claims of every kind on account of such use of reproduction.

g2	
Signature of student	Date
	12
Signature of parent/guardian	Date

Legislative Issues http://www.schools.utah.gov/law/leg2008/usoeleg2008.htm

HB 1 Minimum School Program Base Budget Amendments - B. Last

SB 35 Differentiated Pay for Teachers - H Stephenson

This bill directs the Legislature to annually appropriate money for market incentives in the form of additional compensation for mathematics and science teachers who fill positions for which there is a critical shortage of qualified personnel; requires the State Board of Education to conduct an annual survey to identify mathematics and science positions for which there is a shortage of qualified personnel; and requires a school district or charter school to provide a salary supplement of \$5,000 to a teacher who fills a mathematics or science position for which there is a critical shortage of qualified personnel.

HB 39 Mathematics, Science, and Technology Education Task Force - H. Stephenson

This bill creates a Mathematics, Science, and Technology education Task Force; designates task force membership and staffing; requires the task force to first study issues relating to mathematics education, including mathematics standards, the stat's mathematics core curriculum, and articulation of mathematics education between public education and higher education; requires the task force, as time permits, to study issues, relating to science and technology education; and requires the task force to make a report to the Education Interim Committee.

SB 41 Extended School Year Incentive - H Stephenson

The bill creates the Extended School Year Incentive Program to provide grants to school districts to pay for the cost relating to converting to an extended school year schedule; requires the State Board of Education to solicit grant proposals from school districts and award grants on a competitive basis.

SB 42 Utah College of Applied Technology Governance and Operations - G. Bell

The bill modifies the powers of the duties of the State Board of Regents relating to the Utah College of Applied Technology and its college campuses; requires Utah College of Applied Technology budget and capital facilities requests to be submitted to the State Board of Regents for review and discussion and to be accompanied by written findings; requires the promotion of certain partnership for awarding degrees; modifies campus president appointment and compensation provisions; and requires the State Board of Regents to conduct certain studies.

SB 61 Financial Literacy Education - P. Jones

This bill creates a literacy passport that tracks mastery of financial literacy concepts and is optional for students; requires the State Board of education to work with private and non-profit entities to create the financial literacy passport, coordinate financial literacy instruction with existing instruction, create staff development programs and assessments, and make rules related to financial literacy education. Provides \$100,000 for on-going staff development and curriculum development. Provides \$150,000 one-time for curriculum mapping, curriculum development, and assessment development.

HB 67 Extended Year for Special Educators - R. Menlove

Provides money for stipends for special educators in the amount of \$200 per day for up to ten additional days of work.

HB 55 Basic Skills Competency Test Amendments - P. Jones

Bill prohibits a student who doesn't pass the basic skills competency test from receiving a high school diploma, except with certain exceptions; provides that a students with a disability may be exempt from the requirement to pass all components of the basic skills competency test the IEP or 504 plan of a student with a disability specifies whether the student must pass any or all components of the basic skills competency test to receive a high school diploma.

HB 81 Task Force to Study Performance Incentives for Teachers - B. Last

This bill establishes a task force to look at performance incentives for teachers

HB 96 Retired Teachers -Return to Work - D. Bowman

This bill amends the six month post retirement wait period for reemployment with the same agency to 60 days for licensed educators that retire and are reemployed from the same school district.

HB 240 Public Education Funding Block Grant Amendments - S. Allen

This bill requires the legislature to annually increase appropriations for the Local Discretionary Block Grant Program, Interventions for Student Success Block Grant Program, and Quality Teaching Block Grant program by the percentage increase in the value of the weighted pupil unit.

HB 244 State School Board - Elections and Districts - C. Wimmer

This bill requires members of the State Board of Education to be elected in partisan elections.

HB 255 State Office of Education Human Resource management Amendments – R. Menlove

This bill requires the State Board of Education to adopt human resource policies and procedures governing its employees; exempts all employees instead of only certified employees of the State Board of Education from overtime provisions administered by the Department of Human Resource management; exempts all employees instead of only certified employees of the State Board of Education from classified service provisions administered by the Department of Human Resource Management; and Exempts employees of the State Board of Education from career service provisions administered by DHRM.

OTHER:

- 1. \$480,000 for GED in DWS programs
- \$9 Million for Guidance Counselors
- 3. On-going funding for on-line testing

Shumway, Mary

From:

Hyer, Renee

Sent:

Tuesday, January 22, 2008 3:36 PM

Subject:

Percentage of Online Testing

Attachments: Percentage Online testing.xls; Overview of 2007 Use of One.doc; CTE_Equating

statement.doc

CTE Directors:

Thanks for your support and help with launching the online testing system in all CTE areas. Attached are three testing documents.

- 1. A spreadsheet showing the number of total tests with percentage online versus paper by district/charter school. Those highlighted in yellow are at or exceed the state average for online tests administered!
- 2. A memo with an explanation regarding the "new" versus the "old" CTE tests I will send this information to the school CTE test coordinators to forward along to teachers. I handed this out at the CTE conference to some of you.
- 3. An accounting of the 2007 one time funding and a budget/plan for ongoing funds.

Thanks Renee

Renee Hyer Career and Technical Education 801-538-7853 FAX 801-538-7868

To:

CTE Directors, Test Coordinators and Teachers

From:

Mary Shumway

Renee Hyer

RE:

New vs. "Old" CTE Tests

Date:

January, 2008

Thank you for your support of the online testing process. Of the 71,611 tests administered as of January 16th, 73% were taken online. We have **increased online testing 175**%, which means last year at this time we gave 19,000 online tests compared to 52,361 online tests this year—and the testing year is only half over!

While for a small number of you there have been or will be a couple of growing pains to endure, the vast majority of students, teachers, and districts have had excellent experiences moving to our CTE online system. In contemplating these changes, please think of how far we've come in delivering tests and certificates in the last two years.

Please help everyone stay positive about change—knowing that the concerns (overall) are relatively minor—especially considering the great strides CTE has taken in such a short time.

In order to explain and clarify some points regarding the paper and online tests this year below are answers to some common questions regarding the CTE tests.

- Question 1: Are there different tests being given for the same course (ex: is the paper version different from the online version of the same test)?
- · Answer 1: Yes, but...
 - o Part 1:
 - 15 tests are available only in the paper multiple-choice format.
 - 25 tests are available only in the online multiple-choice format.
 - 81 tests have a paper and an online equivalent version both of these versions are the standard multiple-choice question test – technically, because the tests are delivered in different media (one on paper and one online) they are different, but both of these test versions use the exact same content.
 - o Part 2:
 - We have developed and are delivering six "enhanced online tests" this year (enhanced tests are tests that provide a more media rich testing environment and new question types).
 - Of those six enhanced online tests:
 - Three tests are online ONLY (no paper exam offered) Those are:
 - o Computer Technology
 - Spreadsheets and Databases
 - o Business Webpage Design and IT Web Development
 - Three tests have a paper-based multiple-choice version and an enhanced online version. Those are:
 - Food and Nutrition I
 - o Welding
 - o Introduction to Automotive Service
 - Only students in these three courses have a different version of the same test.
 (paper or enhanced online)

- Question 2: Are the six enhanced online tests harder or easier than old paper-based multiple choice tests?
- · Answer 2: No.
 - The new enhanced online tests are simply new and different than the paper-based tests.
 - o Both test versions are built to match the respective standards and objectives.
 - The enhanced online tests were built to reflect as closely as possible the intent of the questions from the paper-based tests.
- Question 3: Is it possible that scores will vary, either higher or lower, between the test formats?
- Answer 3: Yes. But, understand that this is also true even for simple changes on tests forms
 from one year to another year and is standard procedure with any test changes. For this 2007-08
 year we will handle any possible score result variations in two ways—depending on the test form.
 - Paper-based or Online Multiple-Choice test forms:
 - Scores and certificates issued will not change. While the delivery format of the exams is different (one on paper and the other on computer), the content is exactly the same.
 - This is true for ALL tests except the three enhanced online tests.
 - The three enhanced online tests versus their paper-based multiple-choice "equivalent":
 - At the end of the year (or as soon as we have sufficient data), we will perform a score analysis of the exams and then "equate" the two exams together. If needed, we can then re-calculate certificate score and issue additional certificates.
 - Here is an explanation of this process from our vendor's pyschometrician:

"The purpose of establishing equivalent forms is to create comparable scores on different assessments that measure the same construct. For the CTE program, developing equivalent scores helps to ensure that students are assessed equally across both paper-and-pencil and computer-based test (CBT) forms.

"The first step in developing equivalent scores is to ensure that each assessment aligns with the test blueprint; this provides content validity assurance that each form is measuring the same construct with equal representation. The next step is to ensure statistical equivalence so that students are not unduly penalized or rewarded for testing on a more or less difficult form.

"Equipercentile equating is used to ensure that the passing standard for CTE assessments are statistically equivalent between forms. This procedure identifies the passing score on Form 1 (i.e., paper-and-pencil) that has the same percentile rank as the score on Form 2 (i.e., CBT).

"For example, once administered, student performance on the paper-and-pencil version is compared to performance on the CBT version. If students score higher on the CBT version, then a statistical adjustment would be made to the passing standard in order to reflect the difference between scores on the two versions; the passing standard for the CBT would be set lower than the standard for the paper-and-pencil version."

- · Question 4: How does this affect district funding?
- Answer 4: It won't. Because of the equating process, funding will happen as usual after equating has been done.
- Question 5: By the time the equating process is finished, the students are gone—what can we do for them?
- Answer 5: Unfortunately, this is part of the process and growing pains of moving to a better format. We will do everything possible to ensure teachers can print additional student certificates as quickly as possible. Remember that this will only affect students in three CTE courses.



Career and Technical Education (CTE) Skill Certificate-Online Assessment

Overview of 2007 Use of One-time Funding

Test	ing and Technology and Services	\$160,000
•	Paper/Online Reporting Integration Online Reporting and Item Analysis Expand Online Authoring Tool Capabilities Integration of Industry and Other Recognized Testing Reporting Online System Training Upgrades to Testing Software	
Onli	ne Exam Enhancements and Availability	\$174,500
Incre	Increase CTE Tests Online Use Full Online Test Capabilities eased Online Exam Delivery	\$15,500
•	Expand year-two contract of 60,000 on-line test-takers to 75,500.	1,10,000
		\$350,000

Detailed Use of 2007 One-time Funds

- Students Affected
 - Over 40,000 students tests administered online in 2006-07
 - o 60,000 to 90,000 students in 2007-08
- Exam Availability, Enhancement, and Reporting
 - o All 100 plus CTE tests will be available in the online testing system
 - 14 multimedia "enhanced" CTE exams (these exams provide new robust exam items that help assess a student's true knowledge)
- Reporting
 - All online exam results will be posted real-time to state, district, school, teacher, and student
 - Immediate certificate delivery to student
 - All paper-based exam results can be viewed online immediately upon scanning into the system
 - Report Types Score Averages, Pass Rates, Per exam cost analysis, All trend reports, Complete psychometric reports, Federal funding reports,
 - Additionally, all analysis can be done at individual objective and individual question item level
 - Outside "industry" exam scores (i.e. ASE, IC3, etc.) are now directly imported into online system
- Training
 - Online training modules will be available for students, teachers, and administrators of the online system
- Exam Authoring Tools available including:
 - Exam editing
 - Question banking
 - Exam creation for both paper and online exams

CTE Online Assessment Request for Ongoing Funds

Proposed Ongoing Funding	\$550,000
Proposed Fund Usage for 2008-9	•
Testing and Technology and Services	\$100,000
 Complete Paper/Online Reporting Integration Expand Online Reporting and Item Analysis Expand Online Authoring Tool Capabilities Expand Online System Training Modules Upgrades to Testing Software Online Exam Enhancements and Availability	\$250,000
 Enhance ALL current M/C exams Rewrite ALL exams considering increased testing capabilities Continuous Item Creation and Piloting Psychometric Analysis and Standardizing Work Industry Participation Seminars 	φ230,000
ncreased Online Exam Delivery	\$200,000
 Expand on-line test-takers from 60,000+ to all CTE students Replace funds from district consortium 	

Outcomes and Benefits of Ongoing CTE Online Assessment Funding

- 100% of funding goes to implementation
- Nearly all 9-12 grade students will benefit
- The CTE online testing system provides new robust exams more accurately assess a student's true knowledge
- Enhanced tests engage students and benefit non-traditional learners (testers)
- CTE online testing system will reduce overall cost for the creation, monitoring, and improvement of the CTE tests
- Reporting time is immediate Therefore, feedback to teachers and students is immediate so they can make immediate changes and decisions
- Integrates reporting of both paper and online exams
- Overall (statewide and USOE) CTE test administration costs are reduced
- Training will always available, and, it is broken into small sections for easy review

 which reduces ongoing training costs and improves teacher and student use of
 the system
- Allows for immediate item analysis to improve exams

District/Charter School		%Online	Paper Tests	% Paper
Jordan	8,083	67.2%	3,951	32.8%
Davis	8,365	83.7%	1,630	16.3%
Granite	4,903	52.8%	4,389	47.2%
Alpine	4,880	59.1%	3,381	40.9%
Weber	6,202	91.4%	587	8.6%
Nebo	4,028	96.2%	161	3.8%
Washington	3,277	78.5%	898	21.5%
Salt Lake	1,504	54.6%	1,250	
Provo	1,326	53.8%	1,140	46.2%
Tooele	2,016	86.1%	326	13.9%
Cache	1,124	68.7%	511	31.3%
Murray	829	56.8%	630	43.2%
Iron	973	71.1%	395	
Box Elder	749	55.4%	604	44.6%
Ogden	522	51.9%	483	48.1%
Sevier	828	91.5%	77	8.5%
Wasatch	373	54.0%	318	46.0%
Uintah	383	58.9%	267	41.1%
Logan	521	91.7%	47	8.3%
Duchesne	512	90.5%	54	9.5%
Carbon	240		273	53.2%
Emery	407	93.8%	27	6.2%
North Sanpete	400	\$25 to \$2	0	0.0%
San Juan	311	79.3%	81	20.7%
Morgan	312	84.8%	56	15.2%
Park City	146	41.0%	210	59.0% 7.3%
Beaver	278		22	7.3%
Kane	211	77.9%	60	22.1%
South Sanpete	196		69	26.0%
Garfield	243		0	0.0%
North Summit	143		34	19.2%
Juab	105	66.9%	52	33.1%
UCAS	82		0	0.0%
Grand	79		0	0.0%
Wayne	35		36	
Millard	66			0.0%
NUAMES	52	100.0%	0	0.0%
East Hollywood	50	\$1722-L0524-V, x, 2360-L7596000000000000000000000000000000000000	0	0.0%
Tintic	18	54.5%	15	45.5%
Piute	26		COLLEGE CORPORATION CONTRACTOR CO	0.0%
Itineris Early College HS		100.0%	0	0.0%
Pinnacle	10	M. Lin Children, Tox Section Williams	0	0.0%
South Summit		0.0%	8	100.0%
Daggett	0		0	
DaVinci Academy	0		0	
Rich	0		0	
STATE AVERAGE	54,830	71.3%	22,042	28.7%

Total Tes	ete
Total les	0004
12	
9	9,995
[9	,292
3	3,261
	3,789
	1,189
	,175
•	2,754
	2.466
	2,400
4	2,342
	,635
1	,459
	1,368
•	,353
-	
	905
	691
	650
	568
	566
	513
Brackett state of	434
	400
	392
	368
	356
	300
	271
	265
	243
	177
	157
PERSONAL PROPERTY	
	82
	79
CHARLES ON THE OWNER OF THE OWNER O	71
	66
	52
	50
	52 50 33 26
	26
	22
	10
MILESTERNALISM STAR	8
	0
	0 0
76	,872

		Number of Students NOT	Number of Certificates NOT	
	District	Uploaded	issued	
1	Alpine	15		3
3	Box Elder	1		0
4	Cache	5		2
5	Carbon	2		1
7	Davis	3		0
12	Granite	50		11
13	Iron	6		3
14	Jordan	19		5
18	Morgan	1		1
22	Park City	9		5
26	Sevier	2		0
33	Washington	1		1
38	Provo	8		1
39	Logan	1		0
40	Murray	5		2
		128		35

Shumway, Mary

From:

Hyer, Renee

Sent:

Tuesday, January 22, 2008 12:59 PM

To:

Shumway, Mary; Doug Golding (gold099@alpine.k12.ut.us)

Cc:

ebarton@precisionexams.com

Subject: Uploading Errors - lack of student numbers

Mary and Doug,

21,274 paper tests have been submitted and 55,048 were taken online.

128 (.6% of the paper tests) of the 21,272 did not have a student number and so the data didn't upload.

Of the 128 students 35(27%) had scores above 80% and would have received a certificate or .16% of the total paper tests.

Of the 128 students 5 (3.9%) were from Lone Peak High School and 2 students at Lone Peak had scores above 80%.

Note: A much higher percentage of students bubbled in a student number with a space in the number or two numbers in the same column. We have manually fixed (guessed) at a way to correct the number so those will upload. This might create two accounts in the database for the same student due to the inaccurate bubbling of student numbers.

Renee Hyer Career and Technical Education 801-538-7853 FAX 801-538-7868

Perkins IV Public Hearing Regional Sites January 28, 2008 - 4-6 pm

Polycom Site	IP Number	Location	Tech Phone	Host	Host Phone
Richfield	144.17.215.193	Snow College Richfield Campus Room 137 Administration Building 800 W 200 S Richfield, Utah	435 893-2295	Leon Stewart	435 893-2214 (w) 435 979-5746 (m)
Farmington	205.124.252.2	Davis School Dist Ednet Room Basement Southwest 45 E State Farmington, Utah		Lou Seamons	801 402-5153 (w) 801 673-4981 (m)
Heber	205.123.130.251	Wasatch High School Conf Room, Front Door, Right 64 E 600 S Heber City, Utah		Cheryl Hardy	435 654-0640 (w) 435 671-0136 (m)
Cedar City	205.125.16.245	Iron Co. School Dist Board Room 2077 W Royal Hunte Dr Cedar City, Utah		Gregg Sanders	435 586-2804 (w) 435 559-1458 (m) 435 586-2815 (f)
Logan	204.113.199.48	Bridgerland Applied Tech College Room 610 1301 W 600 N Logan, Utah	Kerry Kirkland 435 750-3148	Jim White	435 750-3250 (w) 435 750-3046 (f)
Salt Lake	205.125.63.246	State Board of Education 250 E 500 S Salt Lake City, Utah	Jerry Record 538-7642	Marv Johnson Craig Stoker	801 554-5563 801 554-6026

Carl D. Perkins Career and Technical Education Proposal Five Year State Plan Public Hearing Agenda

January 28, 2008 - Utah State Office of Education & Polycom Broadcast

1.	Welcome & Introduction	Mary Shumway, CTE State Director, USOE Marv Johnson, CTE Coordinator, USOE
2.	Overview of State Plan	Marv Johnson, CTE Coordinator, USOE Craig Stoker, CTE Specialist, USOE Gary Wixom, Assistant Commissioner, USHE
3.	Question & Answer	Public Hearing Participants and USOE Representatives
4.	Public Comment	Public Hearing Participants
•	including individuals in groupStatewide initiatives to supp	to recruitment and retention of CTE teachers, ups underrepresented in the teaching profession ort CTE training for incarcerated students students from special populations to meet or exceed
5.	Concluding Remarks	USOE Representative

6.

Adjourn

Carl D. Perkins Public Hearing Attendance

Name	Agency or Group Represented	Contact Information
		7
	8	
	-	
		a. ·
		22
		, ti
	*	

CTE:: Home Page 1 of 2



Amelia Mitchell, a graduate of Timpview High School, says her interest in the automotive industry began in high school when she was a class assistant to the auto teacher and found she liked talking to the guys in the class about off-roading and four-wheeling. "I picked up lots of knowledge by being around them and correcting tests," she said. It was then that Amelia decided to take a beginning automotive class during her senior year. Read the full story...

Resources

The Mission of Career and Technical Education is to provide all students a seamless education system, driven by a Student Education Occupation Plan (SEOP), through competency-based instruction, culminating in essential life skills, certified occupational skills, and meaningful employment.

Downloads

CTE Month

CTE Publications



News Bulletins

News Item

Perkins IV <u>public hearing dates</u> are set. The <u>purpose</u> of the hearings are to <u>develop</u> more fully the <u>academic</u> and <u>career and technical skills</u> of secondary and postsecondary education students who elect to <u>enroll</u> in career and technical education <u>programs</u>.

Quick Links

CTE Directors Corner

CTSOs

Educator Licensing

Financial Literacy

Nontraditional Programs

Onsite Civil Rights Reviews

Program Approval

Scholarships and Tuition Awards

News Item

The **High School to College and Career Pathways** initiative helps **match** education and workplace **needs**. Through **partnerships** with post-secondary institutions, the school districts, business, and industry, Pathways **identify** and group **courses** within **Career and Technical Education** (CTE) areas of study that offer students **depth** of knowledge and skill, **linked** with specific post-secondary programs **culminating** in degrees or certificates.

News Item

CTE Month will **showcase** career and technical education in Utah's junior highs and high schools. The goal is to **feature the opportunities** students have to **explore** a variety of career areas that will **equip** him/her with the **academic knowledge** and **technical skills** vital for entry into the evolving workforce of the 21st century.

Additional Information

CTE Staff Directory
CTE State Director's Message



Fun Facts

Fun Fact

A recent **survey** of high school and college **students** asked them what occupation they believe could have the **greatest impact** on changing the **world**. The top answer: **teachers**. (Source: www.edweek.org - SkillsUSA conducted the survey)

Fun Fact

At least **63%** of the entire **U.S. workforce** (or 86 million people) uses a computer of some type on the job **daily**, in every

HOME

CTE DIRECTORS CORNER

CALENDARS

- CTE Consortium Meeting Calendar PDF
- CTE Directors Meeting Calendar PDF
- CTE General Calendar PDF
- CTSO Calendar PDF

CTE CONSORTIUM

- · Consortium Action Items Report PDF
- Consortium Bylaws PDF
- Consortium Leadership PDF
- Consortium Meeting Calendar PDF

CTE DIRECTORS MEETINGS

- Directors Meeting Calendar PDF
- Directors Meeting Minutes
- Directors Meeting Information and Special Instructions Agenda, November 2007 - PDF Registration, November 2007 - PDF

DIRECTORY LISTS

- Consortium Leadership PDF
- CTE Regional Liaisons PDF
- CTE Staff PDF
- CTSO State Advisory Committee PDF
- Directors, Postsecondary PDF
- Directors, Secondary PDF
- Directors, Secondary Charter Schools PDF
- UCAT Presidents and Campus Contacts PDF

LAW AND RULES

Utah Code

State Code 53A Chapter 1 Administration of Public Education at the State Level

- 1. Criteria WPU for CTE
- CTE Alternatives
- WPU for State Set A Side

Utah State Board of Education Rules

- R277-911. Secondary Career and Technical Education. (Download the RTF File)
- R277-914. Applied Technology Education (ATE) Leadership. (Download the RTF File)
- R277-915. Work-based Learning Programs for Interns. (Download the RTF File)
- R277-916. Technology, Life, and Careers, and Work-Based Learning Programs. (Download the RTF File)

LIST SERVE

The directors' list serve has been established to serve the needs of CTE directors in the state of Utah. As a member of the list, you will receive copies of all the mail that is sent to the group. The list is to be used by CTE directors to share information, ask for help or clarification on topics, etc.

Resources

Downloads
CTE Month
CTE Publications

Quick Links

Staff Directory

CTE Directors Corner

CTE Pathways
CTSOs
Educator Licensing
Financial Literacy
Nontraditional Programs
Onsite Civil Rights Reviews
Program Approval
Scholarship and Tuition Awards

CTE...Giving Student's the Edge

FOR MORE INFORMATION:

Mary Shumway, State Director Career and Technical Education 801>538-7852

Patti Godfrey, Support Staff Career and Technical Education 801>538-7865

Proposed Changes to WPU Criteria

Background

High schools are encouraged to organize CTE courses into approved CTE Pathways. Students must have an opportunity to focus in a CTE area that prepares students for further postsecondary education and high skill, high wage, or high demand careers. High school pathways are linked directly to postsecondary programs, mostly within the same geographical area, where students can go on to obtain postsecondary degrees and industry recognized certifications. CTE pathways are required by Perkins for participation in Federal CTE Funding, and should be included in the criteria for allocation of High School WPUs. The CTE Administrative WPU is intended to support significant investment in CTE administration, not for minimal CTE coordination for a single school.

Recommendations

Administrative WPU Criteria

CTE Directors without an endorsement in a CTE Area plus 4 years teaching CTE must complete the following within 2 years of appointment

- New CTE Directors Training
 - o Annual State and Federal Funding Seminar
 - o CTE Directors Basic Course one session with each CTE Directors' meeting (see attached)
- PATI Training

20 WPUs

- Full responsibility for CTE programs* for multiple secondary schools offering a minimum of 3
 CTE areas of study and 1 CTE pathway
- Minimum of one-half time CTE administrative assignment
- Meets qualification requirements

25 WPUs

- Full Responsibility for CTE programs* for 2-3 districts each with a minimum of 1 High School offering minimum of 3 CTE areas of study and 1 CTE pathway; or full CTE responsibilities for all Charter schools offering CTE Pathways.
- Full-time CTE administrative assignment
- * CTE Staff Supervision/Coordination, CTE Budget responsibility, CTE reporting, represents district CTE in regional and state CTE Directors meetings and with State Office of Education

High School WPU Criteria

10 WPU – 1 CTE Pathway,* 3 Areas of Study, 6 CTE courses

15 WPU – 1 CTE Pathway,* 3 Areas of Study, 9 CTE Courses, 1 CTSO

20 WPU – 2 CTE Pathways,* 4 Areas of Study, 12 CTE Courses, 2 CTSOs

25 WPU – 2 CTE Pathways,* 5 Areas of Study, 15 CTE Courses, 3 CTSOs

*Each Pathway must include minimum courses to enable student concentration. Some of these pathway courses may be taught by the ATC as long as the foundation courses are taught by the High School. Also, pathway courses may be taught on alternate years to meet this requirement. However, courses must be taught each year by the school to meet the 6, 9, 12, 15 course requirement.